

St Barnabas C of E First and Middle School

'Let all that you do be done in love' 1 Corinthians ch16 v14



Anti-Bullying Policy

**Updated following the publication
of Behaviour in schools, advice for
Headteachers and school staff –
February 2024**

Written by	Approved by	Date of Approval	Version Approved	Next Review Date
LCR	LAB	September 2026	LCR	September 2027

“Bullying has no place in our schools. Every child deserves to learn in an environment where they are loved, supported, and respected,” The Rt Revd Dr Jonathan Frost, Bishop of Portsmouth Lead Bishop for Education and Chair of The National Society.

Our Vision

We are an inclusive Church School with a commitment to providing quality education that meets the needs of all. We aim to create successful learners, confident individuals and responsible citizens through our Christian approach of love and cooperation. **‘Let all that you do be done in love’** encourages us to have a lifelong love of learning so we flourish as human beings.

‘Let all that you do be done in love’ 1 Corinthians ch16 v14

Statement of Intent

At St Barnabas we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. As stated in ‘Flourishing for All: Anti-bullying Guidance for Church of England Schools (2024)’, schools should ensure that pupils have a sense of their own dignity and a vision of the innate dignity of all humankind. Inclusivity and hospitality should be hallmarks of Church of England schools: every child should be revered and respected as a member of a community where all are known and loved by God.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. At St. Barnabas, we acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our Anti-Bullying Policy. We believe that we should value all God’s children. We are a *TELLING school*. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Aims and Objectives

All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school’s policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools / academies to have an Anti-Bullying Policy

in place.

- The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Act 2001,) The Children Act 2004 and Keeping Children Safe in Education 2024; Part five: Child-on-child sexual violence and sexual harassment
- All governors / LAB members, teaching and non-teaching staff, pupils and parents/guardians will understand what bullying is.
- All pupils and parents/guardians will know what the school's policy is on bullying and what they can do if bullying occurs.
- All governors / LAB members, teaching and non-teaching staff will know what the school's policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole-school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (PSHE [Personal, Social, Health, Economic Education] lessons, circle time etc) will be used throughout the school to reduce the opportunities for bullying to occur.*
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

*Most of PSHE education became statutory in September 2020 under the Children and Social Work Act. The Act introduced compulsory Relationships Education in all primary schools and compulsory Relationships and Sex Education in all secondary schools. Health Education (both mental and physical) became statutory from key stages 1 to 4. This brought all schools more in line with independent schools who were already required to teach all of PSHE education. This **statutory content** – often summarised as '**RSHE**' – covers the majority of PSHE education and has been an increased focus for Ofsted following its **review into sexual harassment in schools**. This review called for carefully planned and sequenced RSHE in all schools, taught by trained teachers.

Protected Characteristics

Our school community understands that it is against the law to discriminate someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- religion or belief
- sex
- sexual orientation

We ensure these characteristics are built into our Anti-Bullying Policy. It is important to note that discrimination that includes any of the protected characteristics is recorded separately as well as on our behaviour system because this is also reported to Governors.

What Is Bullying?

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember **STOP** – it happens **Several Times on Purpose**). Bullying is mean and results in worry, fear, pain and distress to the victim/s.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Verbal - name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- Physical - pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things
- Sexual - unwanted physical contact or sexually abusive/ explicit/ suggestive comments
- Sexist - characterised by or showing prejudice, stereotyping, or discrimination, typically on the basis of sex
- Racist/ xenophobic - racial taunts, graffiti, gestures, making fun of culture related to race and prejudice linked to a victim being from a different country
- Homophobic - prejudice related to actual, or implied, sexuality
- Transphobic - prejudice related to gender
- Cyber/ online - any form of hate communication via their mobile phone, social media and the internet, e.g. setting up 'hate websites', sending offensive and abusive messages, trolling,
- Disablist - prejudice including any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.
- Religious/ related to faith - prejudice based on a faith or religion.

Bullying is not:

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done **several times on purpose** (STOP).

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish pranks. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Where appropriate, the school will work closely with parents/carers, the SENDCo and external professionals to provide additional support, implement appropriate interventions and monitor the wellbeing of all pupils involved.

Children with SEND

At St Barnabas, we are committed to ensuring that all pupils feel safe, valued and included. We recognise that children with Special Educational Needs and Disabilities (SEND) may be more vulnerable to bullying and may require additional support to recognise, report or respond to bullying behaviour.

Some children with SEND, particularly those with social communication differences, may experience challenges in understanding friendships, social interactions, humour, teasing, conflict or the intentions of others. They may also find it more difficult to recognise when they are being bullied or to communicate their experiences to trusted adults.

Similarly, some pupils with SEND may require additional support to understand the impact of their own behaviour on others. Where behaviour is linked to a pupil's identified need, staff will take this into account when investigating incidents and will make reasonable adjustments to enable the pupil to share their views and fully participate in the investigation process.

The school will carefully consider the context of any incident, taking account of individual needs while ensuring that all pupils are protected from harm. Having SEND does not excuse bullying behaviour, but it may influence the support, teaching and interventions required to help a child understand expectations and develop positive relationships.

Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the way to and from the school. In such cases, the Head is empowered by law to deal with such incidents but must do so in accordance with the Academy Trust's policy.

At St Barnabas, we are concerned with our children's conduct and welfare outside as well as inside the school and we will do what we can to address any bullying issues that occur off the school's premises. The following steps may be taken:

- Talk to the local Community Police Officer about problems on the streets
- Talk to the transport companies about bullying on school buses.
- Talk to the Head Teacher of other schools and academies whose children may be involved in bullying off the premises
- Discuss coping strategies with parents
- Talk to the children about how to handle or avoid bullying outside the school premises.

Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from the school
- doesn't want to go on the school transport
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stuttering/ develops a stutter
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to underperform in their work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Online bullying (Cyberbullying)

The school recognises that online bullying (cyberbullying) can have a significant impact on a child's emotional wellbeing, mental health and ability to learn. Online bullying is treated with the same seriousness as face-to-face bullying and will be addressed promptly and appropriately.

Online bullying is the use of technology to deliberately and repeatedly upset, intimidate, threaten or humiliate another person. It may take place through social media, messaging platforms, online gaming, emails, websites or other digital technologies and can occur at any time, including outside the school day.

Examples of online bullying include:

- sending abusive, threatening or hurtful messages;
- posting or sharing embarrassing, offensive or harmful comments, images or videos;
- excluding individuals from online groups or activities;
- creating fake accounts or impersonating another person;
- spreading rumours or false information online;
- encouraging others to target or harass an individual online;
- sharing images or personal information without consent.

The school encourages pupils to report any incidents of online bullying, whether they occur in or outside school. Parents and carers are also encouraged to inform the school if online behaviour is affecting a pupil's wellbeing or relationships within the school community.

Where online bullying takes place outside school but has an impact on the safety, wellbeing or education of pupils, the school will take appropriate action in line with its Behaviour Policy, Safeguarding and Child Protection Policy, and statutory guidance. This may include working with parents and carers, investigating incidents, applying appropriate sanctions, and involving external agencies where necessary.

The school teaches pupils how to stay safe online through its curriculum and promotes responsible, respectful and positive use of technology. Pupils are encouraged to protect their personal information, use privacy settings appropriately, think carefully before posting content online, and seek support from a trusted adult if they experience or witness online bullying.

Where online bullying involves potential criminal offences, child-on-child abuse, the sharing of nude or semi-nude images, hate incidents, or behaviour that places a child at risk of harm, the matter will be managed through the school's safeguarding procedures and, where appropriate, referred to external agencies.

Procedures for Reporting, Investigating and Responding to Bullying

When is this Policy invoked?

The Anti-Bullying Policy is invoked whenever a concern is raised that behaviour may constitute bullying.

This may include concerns raised by:

- a pupil;
- a parent or carer;
- a member of staff;

- another professional;
- anonymous reporting through the school's "I Am Worried" system;
- observations made by staff.

Not every incident of poor behaviour or friendship conflict is bullying. Staff will investigate concerns to determine whether the behaviour meets the school's definition of bullying.

The school recognises the difference between:

Relational conflict

- disagreements
- friendship difficulties
- one-off incidents
- accidental hurt
- arguments where there is no imbalance of power

and

Bullying

- deliberate behaviour
- repeated over time (or a serious one-off incident causing significant harm)
- intended to hurt, intimidate or humiliate
- involving an imbalance of power which makes it difficult for the victim to defend themselves.

Where there is uncertainty, the school will investigate fully before deciding whether the incident constitutes bullying.

Investigation Procedure

All concerns will be taken seriously.

Stage 1 – Immediate Response

The member of staff receiving the concern will:

- listen carefully without making assumptions;
- reassure the child that they have done the right thing by telling someone;
- ensure that any immediate risk has been removed;
- report the concern to the class teacher and a member of the Senior Leadership Team where appropriate.

Stage 2 – Initial Assessment

The investigating member of staff will consider:

- Does the child feel safe?
- Is there any immediate safeguarding concern?
- Does the concern potentially meet the school's definition of bullying?
- Are there previous incidents involving the same pupils?

Parents may be informed at this stage if appropriate.

Stage 3 – Investigation

The investigation will normally be completed within **five school days**, unless there are exceptional circumstances.

The investigating member of staff may:

- formally monitor interactions, communication and behaviour
- speak individually with the pupil reporting the concern;
- speak individually with the alleged perpetrator(s);
- obtain witness accounts;
- review previous Arbor behaviour records;
- review electronic evidence where relevant;
- speak to staff who supervise the pupils;
- consider whether prejudice relating to a protected characteristic is involved;
- consider whether SEND or communication needs require reasonable adjustments during the investigation.

Children will be listened to respectfully and given sufficient opportunity to explain their account.

Stage 4 – Decision

Following the investigation, one of the following outcomes will be recorded:

- **Bullying founded**
- **Bullying not substantiated but inappropriate behaviour identified**
- **Bullying unfounded**

The rationale for the decision will be recorded on Arbor.

Stage 5 – Responding

Where bullying is confirmed, the school will:

- support the pupil who has experienced bullying;
- apply appropriate consequences in line with the Behaviour Policy;
- work with the pupil displaying bullying behaviour to help them understand the impact of their actions;
- consider restorative approaches where appropriate;
- inform parents/carers of both parties where appropriate;
- involve external agencies where necessary.

If the investigation concludes that the behaviour does not meet the definition of bullying, appropriate behaviour management and restorative work will still take place where required.

Recording

All bullying concerns will be recorded on Arbor.

Records will include:

- date;
- pupils involved;
- nature of concern;

- investigation undertaken;
- evidence gathered;
- outcome;
- actions taken;
- parental communication;
- review date.

Monitoring

Following a confirmed incident of bullying:

- the designated member of staff will monitor the situation;
- check-ins with the pupils involved will take place after approximately **2 weeks and 6 weeks**;
- further support will be provided where necessary;
- incidents will remain under review until staff are satisfied that the bullying has ceased.

Repeated concerns will result in further intervention and may include involvement of the SENDCo, DSL, external agencies or the police where appropriate.

Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- Involving the whole school community in writing and reviewing the policy, including producing a 'child speak' version of the policy for the children (available in all classrooms)
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- Each class agrees to adhere to the whole-school rule of: Ready. Respectful, Safe and 'Things I want my teacher to know' box in every classroom to post any concerns
- Awareness raising through anti-bullying worship
- PSHE (Personal, Social, Health, Economic Education) scheme of work from Reception to Year 7 used to support this policy
- Wellbeing Champions to support whole-school events and supporting individuals experiencing difficulty
- Children being read stories about bullying
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Introducing playground improvements and initiatives
- Play Leaders to promote positive team games on the playground
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one

another through our Christian school values

Child on Child

The school recognises that children are capable of abusing other children. We are committed to creating a culture where all pupils feel safe, respected and able to report concerns, knowing they will be taken seriously.

Child-on-child abuse is any form of abuse that occurs between children and can happen both inside and outside of school, including online. It is never dismissed as "banter", "part of growing up", or harmless behaviour.

Child-on-child abuse may include, but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse;
- emotional abuse;
- sexual violence and sexual harassment;
- upskirting;
- sharing of nude or semi-nude images or videos without consent;
- initiation or hazing-type violence and rituals;
- coercive, controlling or abusive behaviour within child relationships.

All reports of child-on-child abuse will be taken seriously and responded to promptly, proportionately and in accordance with the school's safeguarding procedures. The safety and welfare of all children involved will be carefully considered, and appropriate support will be provided to those who have experienced harm, as well as interventions for those whose behaviour has caused harm.

The school recognises that bullying can, in some cases, constitute child-on-child abuse. Where behaviour meets the threshold for abuse or raises safeguarding concerns, it will be managed under the school's safeguarding and child protection procedures rather than solely through behaviour or anti-bullying processes.

Staff are trained to recognise the signs of child-on-child abuse and understand that it can occur between children of any age, gender, ethnicity, ability or background. Concerns will be recorded, shared with the Designated Safeguarding Lead (DSL), and, where appropriate, referred to external agencies in line with statutory guidance.

The school actively promotes respectful relationships, equality, inclusion and positive behaviour through its curriculum, pastoral support and wider safeguarding culture. Pupils are

encouraged to report concerns about their own safety or the safety of others, confident that they will be listened to and supported.

More information can be found in this policy: [Child on Child Abuse Policy 2025.docx](#)

Monitoring and evaluation of the policy

To ensure this policy is effective, it will be regularly monitored and evaluated. Questionnaires completed by the whole school community, together with surveys, focus groups, children's and parents'/guardians' comments and bullying incidents recorded on Arbor will be used to gauge the effectiveness of the policy. **Appendix I:** Wellbeing Champions designed 'There is Power in Kindness' posters for classroom as part of Anti-Bullying Week. These posters include information on what bullying is and what happens if someone is feeling bullied.

What can bullying look like?

These are some, but not all the, examples:

- Being unfriendly or excluding
- Name calling or threats
- Pushing, kicking, taking someone's things
- Unwanted physical contact
- Unkindness based on male/ female
- Unkindness based on someone's race, culture or country of birth
- Unkindness based on someone's sexuality

- Unkindness based on someone's gender
- Hateful comments or abusive messages via mobile or online
- Unkindness based on someone's disability or special educational need
- Unkindness based on someone's religion or faith

It is bullying if it is done several times on purpose (STOP).

What is not bullying?

It is important to understand that bullying is not the *odd occasion* of falling out with your friends, name calling, arguments or when the occasional trick or joke is played on someone.

Children sometimes fall out or say things because

they are upset.

Learning how to deal with friendship breakdowns, the odd name calling or childish pranks are an important part of your development.

What do we do if we think someone is being bullied?

You:

Report

We:

Listen

Investigate

Action

Support

Record

Monitor

Appendix 2:

Sources of further information, support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of organisation Telephone number Website		
Act Against Bullying	0845 230 2560	Act Against Bullying. Leading UK Anti-Bullying Charity
Advisory Centre for Education (ACE)	0207 704 3370	http://www.ace-ed.org.uk/
Anti-bully	not available	https://www.anti-bully.co.uk/
Anti-Bullying Alliance (ABA)	0207 843 1901	https://anti-bullyingalliance.org.uk/
Anti-bullying Network	0131 651 6103	respectme Scotland's anti-bullying service respectme
Bullying Online	020 7378 1446	https://www.familylives.org.uk/
BBC	not available	https://www.bbc.co.uk/
Childline	0800 1111 (helpline for children)	https://www.childline.org.uk/
Kidscape	020 7730 3300 (general enquiry) 08451 205 204 (helpline for adults)	https://www.kidscape.org.uk/

Beyond Bullying	not available	https://www.beyondbullying.com/
Kooth	not available	https://www.kooth.com/
NSPCC	0207 825 2500	https://www.nspcc.org.uk/
Parentline Plus	0808 800 2222	https://www.familylives.org.uk/about/our-services/ppa
The Children's Legal Centre	0800 783 2187	https://www.childrenslegalcentre.com/

The Office of the Children's Commissioner	0844 800 9113	Children's Commissioner for England (childrenscommissioner.gov.uk)
UK Government Website	not available	https://www.gov.uk/